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ABSTRACT

Criterion-referenced tests developed for four programs in the Southwest Regional Laboratory (SWRL) Kindergarten Curriculum are presented. Tests were developed to meet the following criteria: (1) they must accurately and thoroughly reflect the objectives and learning activities of the program, (2) when appropriate, they must be designed to allow for advanced placement of pupils within the program, (3) they should be usable by the classroom teacher, therefore administration and scoring must be clear and succinct, and length of the test feasible in terms of teacher time and pupil attention span, and (4) they must be produced in an inexpensive format, with as few components as possible. Tests were designed for The Beginning Reading Program, which stresses the decoding of words, word elements, word attacks, and letter names; The Instructional Concepts Program, which emphasizes the selecting and naming of examplars of particular concepts; The Composition Skills Program, which concentrates on handwriting ability; and The Drama and Public Speaking Program, which centers on four skill areas: pantomine, public speaking, improvisation, and play production. The four tests are contained in the appendices. (Author/BJG)

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TITLE: CRITERION-REFERENCED TESTS FOR THE SWRL KINDERGARTEN CURRICULUM

AUTHOR: Fred Niedermeyer and Connie Giguere

ABSTRACT

This document presents prototype criterion-referenced tests developed for four programs in the SWRL Kindergarten Curriculum: The Beginning Reading Program, The Instructional Concepts Program, The Composition Skills Program, and The Drama and Public Speaking Program. Potential uses for the tests and specific development criteria are described.

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CRITERION-REFERENCED TESTS FOR THE SWRL KINDERGARTEN CURRICULUM

Fred Niedermeyer and Connie Giguere

A criterion-referenced test, sampling all skills and content of an objectives-based instructional program, can be useful to schools for two purposes. First, it provides end-of-program, summative evaluation data for individual pupil assessment, overall program evaluation, teacher evaluation, and reporting to parents and the community. Second, it provides beginning-program placement data useful for assigning children in the instructional sequence. At the kindergarten level, for example, some children may be able to enter a reading or a concepts program at a considerably advanced level. This placement function is also useful when new children enter the classroom later in the year.

This paper contains criterion-referenced tests developed for four of the programs in the SWRL Kindergarten Curriculum: The Beginning Reading Program, The Instructional Concepts Program, The Composition Skills Program, and The Drama and Public Speaking Program.[1] Each test was developed to meet the following criteria:

- It must accurately and thoroughly reflect the objectives and learning activities of the program.
- When appropriate, it must be designed to allow for advanced placement of pupils within the program. This can be accomplished by sampling the items on the basis of the instructional units and sequencing them accordingly.

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[1]Tests for Music, Art and Inquiry Skills will be developed as soon as these programs are finalized.

- It must be usable by the classroom teacher, i.e., administration and scoring procedures must be clear and succinct, and the length of the test must be feasible in terms of teacher time and pupil attention span.

- It must be produced in an inexpensive format, with as few components (pages, manuals, record sheets, etc.) as possible.

The four tests are contained in the appendices. The remainder of the report describes the objectives and scope as well as test development for each program.

THE BEGINNING READING PROGRAM

Objectives and Content

The objectives of the Beginning Reading Program relate primarily to the decoding process. As stated in the program's Teacher's Manual, there are four outcomes:

1. Words: The ability to read by sight 100 specified one-syllable short vowel words.

2. Word Elements: The ability to read 23 selected initial and ending sounds.

3. Word Attack: The ability to sound out and read any one-syllable word composed of word elements from the program.

4. Letter Names: The ability to name each letter of the alphabet when shown the printed letter.

The content specified for these four objectives is divided into ten instructional units of approximately three weeks each. This unit breakdown and the corresponding content are shown in Figure 1.

Test Development

The Beginning Reading Program Test (Appendix A) is a forty-item, individually administered instrument. For each of the four program

FIGURE 1

BEGINNING READING PROGRAM
CONTENT BREAKDOWN BY UNIT

UNIT	NO. OF WEEKS		OUTCOME NUMBER 1	2	3	4
	25 min. per day	40 min. per day	Words	Word Elements	Word Attack	Letter Names
1	5	3	I, Sam, see, am, me, Mat	s, m, at		s, m, e, a, i, t
2	3	2	Mit, Sis, meet, in, it sit, on, is	it, eet	Mit, sit, meet	n, o, h
3	3	2	sat, Ann, this, and, Nan, a, man, the	th, an, n	man, Nan	w, f, d
4	3	2	mad, that, at, Sid, we, will, with, fell, mess	ad, w, ill, f	mad, that, not, fill, will	l, r, b
5	3	2	fit, Nat, sun, them, us, what, feet, fun, run	un, r	fit, feet, fun, sun, run	u, c, y
6	3	2	Nell, who, yes, did, Ed, let, well, need, she	ell, et, l, eed	fell, well, let, rat, Nell, need	
7	3	2	net, ran, sad, no, fill sheet, shut, mud	ut, sh	sad, net, wet, sheet, shut	p, k, g
8	3	2	sand, sell, shell, fish, hat, he, then, nut, rat, set, feel, not, fat, if, wet	en, h	sell, shell, fat hat, ran, set, nut	
9	3	2	fan, win, hand, hill, seed weed, met, hit, was, to, bad, him, men, be	b	men, weed, win, had, hill, hit, bad, but	x, z, j, q, v
10	3	2	bat, his, wish, ball, bell, but, has, said, ant, Ben, bus, had, bed, bee, Bill, hid		bat, had, his bell, Ben, Bill	

outcomes, one item was randomly selected from each of the 10 instructional units. Thus, within each unit, the item number corresponds to the program unit number. This, of course, facilitates advanced placement decisions when using the test as a pretest, e.g., if a child makes no errors on the first five items for all outcomes, he conceivably could be placed in Unit 6. In addition, this correspondence between item numbers and the instructional units makes it possible to score the test (when used as a posttest) according to the number of units completed, e.g., if a child has only completed seven of the ten units, only the first seven items for each outcome need be scored to estimate his competency on the part of the program for which he received instruction.

When administering the test individually, the teacher has the child read the words, sounds, and letters on each page of the four-page test booklet. Incorrect responses are immediately recorded on the Test Record Sheet by circling the appropriate item number. Provided the teacher does not pause to provide instruction and correction following errors, the test normally requires less than three minutes per child to administer.

THE INSTRUCTIONAL CONCEPTS PROGRAM

Objectives and Content

The major objective of the Instructional Concepts Program is that the child can select and name exemplars of the concepts presented in the program's seven units. Each of the seven units occupies from one to two weeks of instruction. The concept breakdown by unit is provided in Figure 2.

FIGURE 2

INSTRUCTIONAL CONCEPTS PROGRAM
CONCEPT BREAKDOWN BY UNIT

UNIT 1: COLORS AND DIRECTION FOLLOWING SKILLS

. Red, Blue
. Yellow, Black
. White, Brown
. Green, Purple
. Orange, Pink
. Row, Numerals 1 to 5
. Turn, Page, Mark, Box

UNIT 2: SIZES

. Larger, Smaller, Largest, Smallest
. Shorter, Longer, Longest
. Shorter, Taller, Shortest, Tallest
. Thicker, Thinner

UNIT 3: AMOUNTS

. One, Two, Three, Four
. Five, Six, Seven
. Eight, Nine, Ten
. All, Some, None, No
. More, Less, Most, Least

UNIT 4: SHAPES

. Circle, Square, Triangle
. Rectangle, Straight and Curved Lines

UNIT 5: POSITIONS

. Front, Back, Middle
. Top, Bottom, Side
. Behind, In Front, Between
. Beside, Next to, Around
. Above, Below, Over, Under
. Inside, Outside
. Right, Left
. First, Last, Beginning, End
. First, Second, Third, Fourth

UNIT 6: PRE-MATH

. Equal, Unequal (Amount)
. Same, Different (Size, Shape, Color, Amount)
. Not (Equal or Same)
. Combined Colors and Shapes
. Combined Colors and Sizes, Shapes and Sizes
. Combined Shapes and Positions, Sizes and Positions

UNIT 7: PRE-READING

. First, Last
. Before, After
. Letter, Word
. Sound, Name

Test Development

Like the Beginning Reading Program Test, the Instructional Concepts Program Test (Appendix B) is individually administered. The Instructional Concepts Program Test contains twenty-eight items, four for each of the program's seven units. Items were constructed to test four randomly selected concepts from each program unit.

Another similarity between the Instructional Concepts Program Test and the Beginning Reading Program Test is the provision for advanced placement of capable children. When the former test is used as a pre-test, for example, any child who scores four out of four correct (100%) for any page need not receive instruction on the program unit corresponding to that page. A child who attains a total score of 25 or higher (90%) on a pretest basis need not be placed in the program at all.

Individual test administration consists of the teacher reading the vertically printed questions provided at the side of each item in the seven-page test booklet, and the child answering with a constructed or selected response. As in the Beginning Reading Program Test, non-response and incorrect response items are circled on the Test Record Sheet. It normally takes seven minutes per child to administer the Instructional Concepts Program Test.

THE COMPOSITION SKILLS PROGRAM

Objectives and Content

The major objectives of the Composition Skills Program relate to beginning handwriting: the correct printing of upper- and lower-case letters of the alphabet and of the numerals 2 through 9. Program

content is divided into five instructional units of approximately six weeks each. The quality of the child's printing is evaluated according to a five point rating scale (called the Letter Evaluation Guide) found on the back of the Test Record Sheet (Appendix C). Content breakdown by unit is provided in Figure 3.

Test Development

While the Beginning Reading Program and Instructional Concepts Program Tests are in booklet form and are individually administered, the Composition Skills Program Test (Appendix C) is a one-page, group-administered test containing twenty items, ten on each side of the test page. For each of the program's five units, four items were chosen, using stroke variety and difficulty as the selection criteria. Like the Beginning Reading Program and Instructional Concepts Program Tests, the Composition Skills Program Test can be used as a pretest for advanced placement. Since items on the test are keyed to the five instructional units of the program, for any of the units on which the child receives a rating of at least four on all four letters, instructional exercises need not be administered.

To administer the test, the teacher provides each child in the class a pencil and a copy of the test with his name on it. The teacher then asks the class to copy the twenty letters and numbers that appear on the test in the spaces provided next to them. To score each test, the teacher consults the Letter Evaluation Guide on the back of the Test Record Sheet and rates the letters or numbers according to the scheme provided. The test usually requires ten minutes for class administration.

FIGURE 3

COMPOSITION SKILLS PROGRAM
CONTENT BREAKDOWN BY UNIT

UNIT:	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5
LETTERS:	L l	N n	D d	F f	J j
	T t	O o	U u	C c	X x
	I i	A a	M m	G g	V v
	E e	P p	B b	K k	Q q
	H h	S s	R r	6 7	Y y
	W w	2 3	4 5	8 9	Z z

THE DRAMA AND PUBLIC SPEAKING PROGRAM TEST

Objectives and Content

The objectives and content of the Drama and Public Speaking Program are centered on four skill areas: pantomime, public speaking, improvisation, and play production. Specific objectives for each skill area are stated in terms of desired performance characteristics for each area and are listed in Figure 4.

Test Development

The Drama and Public Speaking Test (Appendix D) is different from the previous tests in three ways. First, the nature of the skills taught in the program is such that it is not feasible, time-wise, to expect teachers to test every child in every area. Thus, a sampling procedure is employed in which six randomly selected children are tested in each of the program's four skill areas (a total of 24 children). The performances of these children are then used as an estimate of total class performance in each area. Second, no procedures for advanced placement are included in the test, since there is no unit breakdown within the instructional program to make this feasible and because it is highly unlikely that teachers would find grouping and advanced placement useful in drama. Finally, as in the Composition Skills (handwriting) Program, performances in the Drama and Public Speaking Program are rated on a qualitative basis.

Prior to administering the test, the teacher randomly assigns pupils to items by writing names in the test booklet (see Appendix D). During

FIGURE 4

DRAMA AND PUBLIC SPEAKING PROGRAM
SKILL AREAS AND OBJECTIVES

PANTOMIME

a. The child's facial expressions portray the situation being pantomimed.
b. The child's gestures portray the situation being pantomimed.
c. The child is confident and relaxed.
d. The child seems involved in his performance.

PUBLIC SPEAKING

a. The child's talk includes several appropriate and imaginative examples of reasons related to the topic.
b. The child's talk has continuity, i.e., the sentences relate and build upon each other.
c. The child speaks fluently without many long pauses and in complete sentences.
d. The child speaks clearly with adequate voice volume.
e. The child's talk has a beginning, middle, and end.

IMPROVISATION

a. The child's lines follow and contribute to the story.
b. The child improvises a considerable amount of dialogue.
c. The child uses gestures, movements, and facial expressions that follow the story.
d. The child speaks clearly with adequate volume.
e. The child seems involved in his performance.

PLAY PRODUCTION

a. The child uses gestures, movements, and facial expressions that interpret the lines and actions of the play.
b. The child speaks clearly with adequate volume.
c. The child's vocal expression interprets the lines of the play.
d. The child seems involved in his performance.

the test, the entire class sits in front of the teacher as she calls various individuals or groups up to perform the pantomimes, speeches, improvisations, and plays contained in the booklet. The teacher rates, on a one through five scale, each child's performance on the program's objectives (Figure 4). Criteria for assigning the ratings are contained in the procedures in the test booklet. The test requires approximately one hour to administer, although it may be spread out over two or three shorter periods. The last two pages of the book contain guidelines for the teacher to follow in summarizing and analyzing student performance. The data from the test allow the teacher to make overall program evaluation decisions and to identify specific areas and performance characteristics on which the class needs further practice.

Appendix A
Beginning Reading Program Test

How to administer the test:

- Test each child individually.
- Point to each item and read the directions provided at the side of the box on each page of the test booklet.
- Do not give hints and do not give the correct response after the child has responded incorrectly.
- Say "OK" or "Thank you" after each response, whether it was correct or incorrect.
- Circle the item number of each incorrect response and non-response.
- Write the "Number Correct" for each outcome, and write the "Total Number Correct" in the last column on the right.

SWRL BEGINNING READING PROGRAM TEST RECORD SHEET

Teacher's Name _____

School/District _____

Date _____

___Pretest ___Posttest (Check one)

	Student	Page 1 Words	Number Correct (10)	Page 2 Word Elements	Number Correct (10)	Page 3 Work Attack	Number Correct (10)	Page 4 Letter Names	Number Correct (10)	Total Number Correct (40)
1		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		
2		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		
3		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		
4		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		
5		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		
6		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		
7		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		
8		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		
9		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		
10		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		
11		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		
12		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		
13		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		
14		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		
15		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		
16		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		
17		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		
18		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		
19		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		
20		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		
21		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		
22		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		
23		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		
24		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		
25		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		
26		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		
27		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		
28		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		
29		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		
30		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		
31		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		
32		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		
33		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		
34		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		
35		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10		

Advanced Placement Considerations: It is possible to use this test as a pretest at the beginning of the year to determine advanced placement for capable children. The content (words, letters, etc.) for each of the 10 items within each page (outcome) of the test corresponds roughly to each of the 10 instructional units of the Beginning Reading Program (e.g., item 6 on each page is contained in Unit 6 of the program). Thus, if a child being pretested makes no errors until item 6 on any of the pages, he could be placed into the program at Unit 6, rather than at Unit 1. Also, a child who scores at least eight correct for each outcome (total score of at least 32) on a pretest basis will benefit most from being placed in a more advanced program or level than the Beginning Reading Program.

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OUTCOME 1: WORDS.

Directions for Items 1-10:
"Read this word."

1	sit
2	will
3	need
4	shell
5	hid
6	am
7	the
8	feet
9	sad
10	hand

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OUTCOME 2: WORD ELEMENTS

Directions for Items 1-10:
"Say the sound of this letter."
or
"Say the sound of these letters."

1	w
2	f
3	eed
4	en
5	h
6	m
7	an
8	ut
9	sh
10	b

OUTCOME 3: WORD ATTACK

Directions for Items 1-10:
"Sound out and read this word."

1	lad
2	hut
3	sill
4	rut
5	beet
6	fad
7	bet
8	lit
9	hen
10	feed

OUTCOME 4: LETTER NAMES

Directions for Items 1-10:
"Say the name of this letter."

1	H
2	l
3	p
4	X
5	z
6	A
7	F
8	u
9	k
10	v

Appendix B
Instructional Concepts Program Test

SWRL INSTRUCTIONAL CONCEPTS PROGRAM TEST RECORD SHEET

How to administer the test:

- Test each child individually.
- Read the vertically printed directions provided at the side of each item on each page of the test booklet. (Do not read aloud information contained in parentheses.)
- Do not give hints and do not give the correct response after the child has responded incorrectly.
- Say "OK" or "thank you" after each response, whether it was correct or incorrect.
- Circle the item number of each incorrect response and each non-response.
- Write in the "Total Number Correct" in the last column on the right.

Teacher's Name _____

School/District _____

Date _____

___ Pretest ___ Posttest (Check one)

	Student	Page 1 Unit 1: Colors	Page 2 Unit 2: Sizes	Page 3 Unit 3: Shapes	Page 4 Unit 4: Positions	Page 5 Unit 5: Positions	Page 6 Unit 6: Pre-Math	Page 7 Unit 7: Pre-Reading	Total Number Correct
1		1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
2		1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
3		1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
4		1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
5		1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
6		1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
7		1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
8		1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
9		1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
10		1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
11		1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
12		1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
13		1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
14		1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
15		1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
16		1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
17		1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
18		1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
19		1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
20		1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
21		1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
22		1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
23		1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
24		1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
25		1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
26		1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
27		1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
28		1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
29		1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
30		1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
31		1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
32		1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
33		1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
34		1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
35		1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	

Advanced Placement Considerations: It is possible to use this test as a pretest at the beginning of the year to determine placement for capable children. As may be seen in the column headings on this Record Sheet, each page in the test booklet corresponds to one of the seven units of the Instructional Concepts Program. Any child who scores four correct for any page need not receive the program unit corresponding to that page. Any child who attains a total score of 25 or higher (90%) on a pretest basis should not be placed in the program at all.

SWRL INSTRUCTIONAL CONCEPTS PROGRAM TEST

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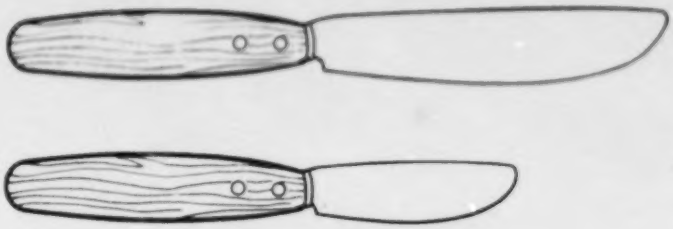
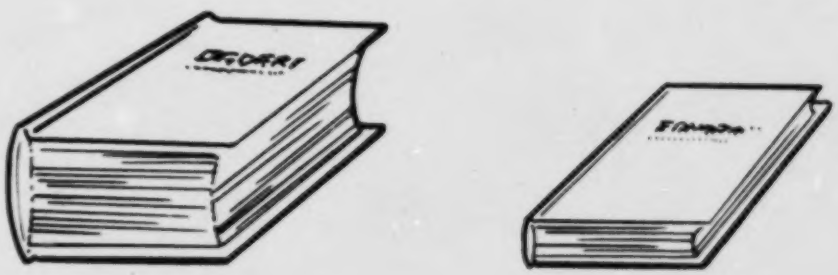
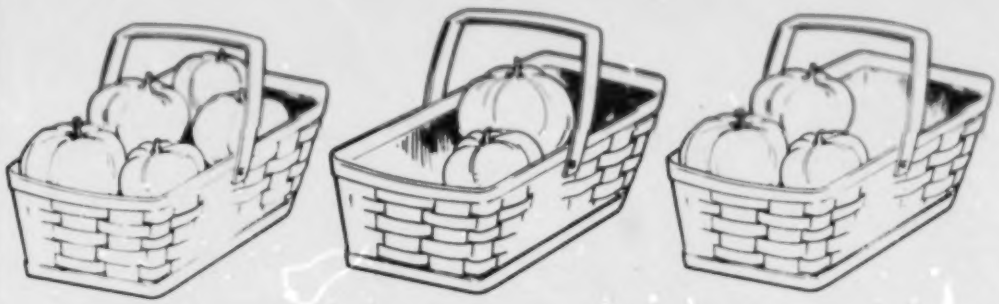
Outcome 1: Colors

Row 1: Point to the green bird.	1	
Row 2: Point to the orange dress.	2	
Row 3: (Point) What color is this butterfly? (yellow)	3	
Row 4: (Point) What color is this hat? (brown)	4	

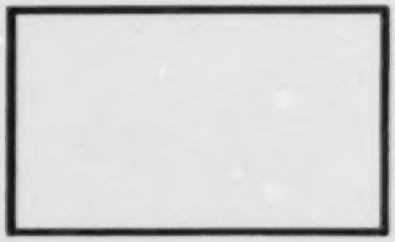
Outcome 2: Sizes

Row 1: Point to the shorter knife.	1	
Row 2: Point to the largest turtle.	2	
Row 3: Point to the thinner book.	3	
Row 4: Point to the tallest tree.	4	

Outcome 3: Amounts

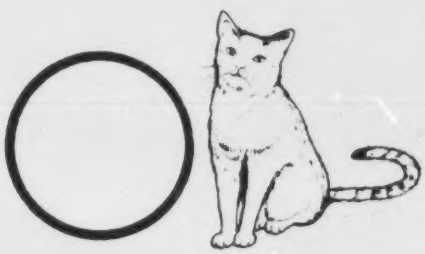
Row 1: Point to the basket with three pumpkins in it.	1	
Row 2: (Point) How many birds are on this tree? (six)	2	
Row 3: Point to the bowl with the most ice cream in it.	3	
Row 4: Point to the plate with less food on it.	4	

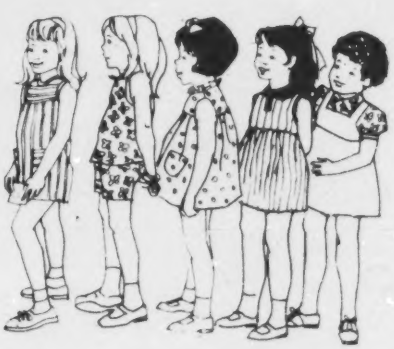
Outcome 4: Shapes

Row 1: Point to the circle.	1	
Row 2: Point to the curved line.	2	
Row 3: (Point) What is the name of this shape. (rectangle)	3	
Row 4: (Point) What is the name of this shape? (triangle)	4	

Outcome 5: Positions

Row 1: Point to the shoe that is in front of the chair.	1
Row 2: Is the cat on top of the circle or beside the circle? (beside the circle)	2
Row 3: Point to the girl at the end of the line.	3
Row 4: Point to the second boy in line.	4





Outcome 6: Pre-Math

Row 1: (Point) See the black telephone? Point to the white telephone that is the same size.	1	
Row 2: Do the boxes have an equal or unequal number of marbles? (unequal)	2	
Row 3: Point to the triangle above the stars.	3	
Row 4: Point to the small bird under the airplane.	4	

Outcome 7: Pre-reading

Row 1: This row shows a girl walking to the zoo (point), looking at the zoo animals (point), and then walking home (point). Point to the picture that shows what happened before the girl looked at the zoo animals.	1	
Row 2: Point to the letter.	2	m see
Row 3: This row shows a man walking to his car (point), getting in his car (point), and then driving away (point). Point to the picture that shows what the man did last.	3	
Row 4: (Point) Is this a letter or a word? (word)	4	me

Appendix C
Level 1 Composition Skills Test

How to administer the test:

- Give each child a pencil and a copy of the test with his name on it.
- Have the children copy each of the 20 letters that appear on the test.
- Tell them to print each letter as best they can.
- Score each completed test according to the "Letter Evaluation Guide" on the back of this Record Sheet.

Teacher's Name _____

School District _____

Date _____

___ Pretest ___ Posttest (Check one)

Student	Unit 1				Unit 2				Unit 3				Unit 4				Unit 5			
	T	e	H	w	N	o	s	3	d	m	B	4	F	g	K	6	j	x	Q	Z
1																				
2																				
3																				
4																				
5																				
6																				
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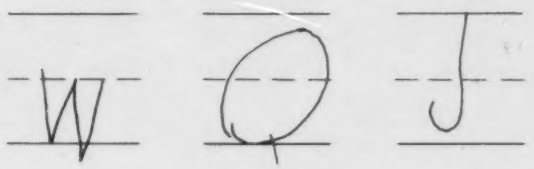
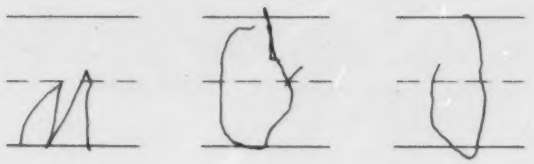
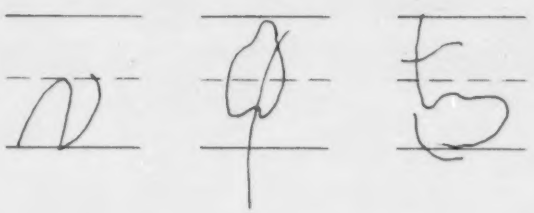
34																				
35																				

Advanced Placement Considerations: It is possible to use this test as a pretest at the beginning of the year to determine advanced placement for some children. As may be seen on this Record Sheet, letters on the test are keyed to the five instructional units of the Level 1 Composition Skills Program. The test contains four letters for each of the five units, for a total of 20 letters. For any of the program units on which the child receives a rating of *at least 4* for all four letters, instructional exercises need *not* be administered.

LETTER EVALUATION GUIDE

Evaluating the quality of letters the children make involves judgements about the appropriateness of the shape of a letter and its degree of legibility. To score a child's test, rate each of his letters using the five-point legibility scale below. Write each rating in the appropriate row and column of the "Record Sheet."

RATING	MEANING	EXAMPLES
5	**Very Legible**: Letter matches model. No further practice is required.	
4	**Quite Legible**: Letter closely approximates model's size and shape. Some additional practice may be desirable.	
3	**Fairly Legible**: Letter deviates somewhat from model's size and shape. Additional practice is necessary.	
2	**Barely Legible**: Letter's size and shape deviate markedly from model, or letter is reversed or inverted. Substantial instruction and practice is necessary.	
1	**Illegible or No Response**: Letter does not approximate model. Repeat entire letter formation instructional sequence (Letter Formation Exercises, Practice Exercises, Copying and Oral Exercises) with the child individually.	

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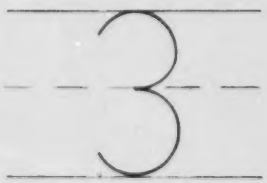
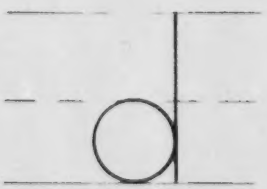
(side 1)

SWRL LEVEL 1 COMP[illegible]TION SKILLS TEST

Child's Name _____





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(Side 2)

Appendix D
Drama and Public Speaking Program Test

PROGRAM TEST
SWRL DRAMA AND PUBLIC SPEAKING PROGRAM
LEVEL 1

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Testing Procedures

The SWRL Drama and Public Speaking Test (Level 1) is designed for end-of-year assessment of class performance in the program's four major skill areas: pantomime, public speaking, improvisation, and play production. Below are the procedures for the test administrator to use:

1. On Page 2 through 9 of the test, write the names of every other child (not counting absentees) listed on the class roster, starting in the spaces provided on Page 2 and ending in the spaces provided on Page 9, for a total of twenty-four children. (In the last two sections, some spaces require a boy's name, others a girl's. Simply switch names around until they come out right.)

2. With the children as a group, start on Page 2 and work through each of the test items, calling on the randomly selected children who are listed on each page. Read the upper-case script on each page exactly as printed. Say what is necessary to make the children feel relaxed and at ease, without telling them what to say or do (e.g., "Do you remember when you gave a talk before? You did very well!).

3. The test requires approximately one hour to administer. It may, of course, be spread out over two or three shorter periods. Since it is a test, do <u>not</u> spend time on orally evaluating and discussing each performance.

4. Immediately after each performance, rate the child on each of the performance criteria listed in the test (e.g., for pantomime, one criterion is "Facial expressions portray the situation being pantomimed"). Use the scale below to assign a rating of 1 to 5 on any of the criteria. IMPORTANT: Rate each child only on the basis of the meanings given below for each numeral. Read the meanings carefully, and attempt to apply them objectively, without being influenced by the child's past performance.

Rating	Meaning
5	<u>Excellent</u>: The child's performance meets the criterion very well and needs very little improvement.
4	<u>Good</u>: The child's performance nearly meets the criterion, but some additional improvement may be needed.
3	<u>Fair</u>: The child's performance deviates somewhat from the criterion. Additional practice and improvement are needed.
2	<u>Poor</u>: The child performs very little or his performance deviates greatly from the criterion. Substantial practice and improvement is needed.
1.	<u>Very Poor</u>: The child fails to perform or his performance in no way approaches the criterion. Needs complete reinstruction and practice in this area.

5. Guidelines for summarizing and analyzing the ratings appear at the end of this booklet.

6. Before starting, be sure you have four copies each of the two play scripts, <u>The Tin Truck</u> and <u>Wink the Wishman</u>.

Part I: Pantomime

WHEN YOU ACT SOMETHING OUT WITHOUT USING WORDS, WE CALL IT PANTOMIME. I'M GOING TO ASK SOME OF YOU TO USE ONLY YOUR FACES AND BODIES TO PANTOMIME SOME THINGS FOR ME NOW:

1. PANTOMIME SOMEONE SUDDENLY SEEING A GHOST AND BECOMING AFRAID

   Child's Name: _____

	(low)				(high)
a. The child's facial expressions portray the situation being pantomimed.	1	2	3	4	5
b. The child's gestures portray the situation being pantomimed.	1	2	3	4	5
c. The child is confident and relaxed.	1	2	3	4	5
d. The child seems involved in his performance.	1	2	3	4	5

2. PANTOMIME SOMEONE FINDING A DOLLAR ON THE SIDEWALK AND BECOMING VERY HAPPY.

   Child's Name: _____

	(low)				(high)
a. The child's facial expressions portray the situation being pantomimed.	1	2	3	4	5
b. The child's gestures portray the situation being pantomimed.	1	2	3	4	5
c. The child is confident and relaxed.	1	2	3	4	5
d. The child seems involved in his performance.	1	2	3	4	5

3. PANTOMIME SOMEONE WHO IS COLD PUTTING ON A WARM SWEATER.

   Child's Name: _____

	(low)				(high)
a. The child's facial expressions portray the situation being pantomimed.	1	2	3	4	5
b. The child's gestures portray the situation being pantomimed.	1	2	3	4	5
c. The child is confident and relaxed.	1	2	3	4	5
d. The child seems involved in his performance.	1	2	3	4	5

4. PANTOMIME SOMEONE BOUNCING A BALL VERY HIGH.

Child's Name _____

	(low)				(high)
a. The child's facial expressions portray the situation being pantomimed.	1	2	3	4	5
b. The child's gestures portray the situation being pantomimed.	1	2	3	4	5
c. The child is confident and relaxed.	1	2	3	4	5
d. The child seems involved in his performance.	1	2	3	4	5

5. PANTOMIME SOMEONE UNWRAPPING A POPSICLE AND EATING IT.

Child's Name _____

	(low)				(high)
a. The child's facial expressions portray the situation being pantomimed.	1	2	3	4	5
b. The child's gestures portray the situation being pantomimed.	1	2	3	4	5
c. The child is confident and relaxed.	1	2	3	4	5
d. The child seems involved in his performance.	1	2	3	4	5

6. PANTOMIME SOMEONE LIFTING AND CARRYING A BIG, HEAVY ROCK.

Child's Name _____

	(low)				(high)
a. The child's facial expressions portray the situation being pantomimed.	1	2	3	4	5
b. The child's gestures portray the situation being pantomimed.	1	2	3	4	5
c. The child is confident and relaxed.	1	2	3	4	5
d. The child seems involved in his performance.	1	2	3	4	5

Part II: Public Speaking

1. I WANT ONE OF YOU TO GIVE A TALK ON WHAT YOUR FAVORITE GAME IS AND WHY. I'LL GIVE YOU ALL A MINUTE TO THINK ABOUT WHAT YOU WOULD SAY BEFORE I CALL ON SOMEONE. (pause) O.K., LET'S HAVE _____ _____ (child's name) GIVE US A TALK ON WHAT HIS FAVORITE GAME IS AND WHY.

	(low)				(high)
a. The child's talk includes several appropriate and imaginative examples or reasons related to the topic.	1	2	3	4	5
b. The child's talk has continuity, i.e., the sentences relate and build upon each other.	1	2	3	4	5
c. The child speaks fluently without many long pauses and in complete sentences.	1	2	3	4	5
d. The child speaks clearly with adequate voice volume.	1	2	3	4	5
e. The child's talk has a beginning, middle, and end.	1	2	3	4	5

2. NOW I WANT ONE OF YOU TO GIVE A TALK ON WHAT YOU DO AT SCHOOL EACH DAY. I'LL GIVE YOU ALL A MINUTE TO THINK ABOUT WHAT YOU WOULD SAY BEFORE I CALL ON SOMEONE. (pause) O.K., LET'S HAVE _____ (child's name) GIVE US A TALK ON WHAT HE DOES AT SCHOOL EACH DAY.

	(low)				(high)
a. The child's talk includes several appropriate and imaginative examples or reasons related to the topic.	1	2	3	4	5
b. The child's talk has continuity, i.e., the sentences relate and build upon each other.	1	2	3	4	5
c. The child speaks fluently without many long pauses and in complete sentences.	1	2	3	4	5
d. The child speaks clearly with adequate voice volume.	1	2	3	4	5
e. The child's talk has a beginning, middle, and end.	1	2	3	4	5

3. NEXT I WANT ONE OF YOU TO GIVE A TALK ON WHAT YOU DO WHEN YOU GET READY FOR SCHOOL IN THE MORNING. I'LL GIVE YOU ALL A MINUTE TO THINK ABOUT WHAT YOU WOULD SAY BEFORE I CALL ON SOMEONE. (pause) O.K., LET'S HAVE _____ (child's name) GIVE US A TALK ON WHAT HE DOES WHEN HE GETS READY FOR SCHOOL.

	(low)				(high)
a. The child's talk includes several appropriate and imaginative examples or reasons related to the topic.	1	2	3	4	5
b. The child's talk has continuity, i.e., the sentences relate and build upon each other.	1	2	3	4	5
c. The child speaks fluently without many long pauses and in complete sentences.	1	2	3	4	5
d. The child speaks clearly with adequate voice volume.	1	2	3	4	5
e. The child's talk has a beginning, middle, and end.	1	2	3	4	5

4. THIS TIME I WANT ONE OF YOU TO GIVE A TALK ON WHAT YOU WOULD DO IF YOU SUDDENLY BECAME GROWN-UP LIKE MOM OR DAD. I'LL GIVE YOU A MINUTE TO THINK ABOUT WHAT YOU WOULD SAY BEFORE I CALL ON SOMEONE. (pause) O.K., LET'S HAVE _____ (child's name) GIVE US A TALK ON WHAT HE WOULD DO IF HE SUDDENLY BECAME GROWN-UP.

	(low)				(high)
a. The child's talk includes several appropriate and imaginative examples or reasons related to the topic.	1	2	3	4	5
b. The child's talk has continuity, i.e., the sentences relate and build upon each other.	1	2	3	4	5
c. The child speaks fluently without many long pauses and in complete sentences.	1	2	3	4	5
d. The child speaks clearly with adequate voice volume.	1	2	3	4	5
e. The child's talk has a beginning, middle, and end.	1	2	3	4	5

5. NOW I WANT ONE OF YOU TO GIVE A TALK ON WHAT YOUR FAVORITE PET IS AND WHY. I'LL GIVE YOU A MINUTE TO THINK ABOUT WHAT YOU WOULD SAY BEFORE I CALL ON SOMEONE. (pause) O.K., LET'S HAVE _____ (child's name) GIVE US A TALK ON WHAT HIS FAVORITE PET IS AND WHY.

	(low)				(high)
a. The child's talk includes several appropriate and imaginative examples or reasons related to the topic.	1	2	3	4	5
b. The child's talk has continuity, i.e., the sentences relate and build upon each other.	1	2	3	4	5
c. The child speaks fluently without many long pauses and in complete sentences.	1	2	3	4	5
d. The child speaks clearly with adequate voice volume.	1	2	3	4	5
e. The child's talk has a beginning, middle, and end.	1	2	3	4	5

6. FOR OUR LAST ONE, I WANT ONE OF YOU TO GIVE A TALK ON WHERE YOU WOULD GO IF YOU COULD FLY. I'LL GIVE YOU A MINUTE TO THINK ABOUT WHAT YOU WOULD SAY BEFORE I CALL ON SOMEONE. (pause) O.K., LET'S HAVE _____ (child's name) GIVE US A TALK ON WHERE HE WOULD GO IF HE COULD FLY.

	(low)				(high)
a. The child's talk includes several appropriate and imaginative examples or reasons related to the topic.	1	2	3	4	5
b. The child's talk has continuity, i.e., the sentences relate and build upon each other	1	2	3	4	5
c. The child speaks fluently without many long pauses and in complete sentences.	1	2	3	4	5
d. The child speaks clearly with adequate voice volume.	1	2	3	4	5
e. The child's talk has a beginning, middle, and end.	1	2	3	4	5

Part III: Improvisation

1. (Before beginning this item, introduce Item 1 of Play Production on Page 8. While three children are reading the script and preparing for the short play, return and complete this item with the remainder of the class. Then complete the play production item before going on to the second improvisation item.)

I'M GOING TO READ YOU A STORY, AND THEN THREE OF YOU ARE GOING TO ACT IT OUT. THIS STORY IS CALLED THE GROCERY STORE. IN IT ARE A GIRL NAMED ROSA, A BOY NAMED DAN, AND A MAN NAMED MR. SMITH, WHO OWNS THE GROCERY STORE.

ROSA AND DAN OPEN THE DOOR OF THE GROCERY STORE AND GO INSIDE. THEY WALK UP TO MR. SMITH AND ASK FOR TWO ORANGE SODAS. MR. SMITH OPENS TWO BOTTLES OF SODA AND HANDS ONE TO ROSA AND ONE TO DAN. SUDDENLY, DAN ACCIDENTALLY DROPS HIS SODA BOTTLE ON THE FLOOR. MR. SMITH IS ANGRY AND SAYS THEY MUST CLEAN UP THE MESS AND GOES TO GET A BROOM. ALL THREE HELP TO SWEEP UP THE BROKEN BOTTLE. WHEN THE FLOOR IS CLEAN, ROSA AND DAN EACH TAKE ANOTHER BOTTLE OF SODA. THEY PAY MR. SMITH AND EVERYONE SAYS GOODBYE.

(Inform the three children selected for the parts who they are.) NOW I'M GOING TO READ THE STORY AGAIN. LISTEN CAREFULLY SO YOU CAN MAKE UP GOOD LINES AND ACTIONS TO ACT YOUR PART IN THE STORY WHEN I AM FINISHED. (Read story again.) O.K., NOW LET'S HAVE THE THREE OF YOU ACT IT OUT, AND WE'LL BE THE AUDIENCE. TRY TO MOVE AND TALK AS IF YOU WERE REALLY THE PERSON IN THE STORY.

Rosa Child's Name _____

	(low)				(high)
a. The child's lines follow and contribute to story.	1	2	3	4	5
b. The child improvises a considerable amount of dialogue.	1	2	3	4	5
c. The child uses gestures, movements, and facial expressions that follow the story.	1	2	3	4	5
d. The child speaks clearly with adequate volume.	1	2	3	4	5
e. The child seems involved in his performance.	1	2	3	4	5

Dan Child's Name _____

	(low)				(high)
a. The child's lines follow and contribute to story.	1	2	3	4	5
b. The child improvises a considerable amount of dialogue.	1	2	3	4	5
c. The child use gestures, movements, and facial expressions that follow the story.	1	2	3	4	5
d. The child speaks clearly with adequate volume.	1	2	3	4	5
e. The child seems involved in his performance.	1	2	3	4	5

Mr. Smith Child's Name _____

	(low)				(high)
a. The child's lines follow and contribute to story.	1	2	3	4	5
b. The child improvises a considerable amount of dialogue.	1	2	3	4	5
c. The child uses gestures, movements, and facial expressions that follow the story.	1	2	3	4	5
d. The child speaks clearly with adequate volume.	1	2	3	4	5
e. The child seems involved in his performance.	1	2	3	4	5

2. (Finish Item 1 of Play Production now. Then introduce Item 2 of Play Production on Page 9, before returning to this item.)

I'M GOING TO READ YOU ANOTHER STORY, AND THEN THREE OF YOU ARE GOING TO ACT IT OUT. THIS IS A STORY CALLED THE BIRTHDAY PARTY. IN IT ARE TWO GIRLS NAMED LUCY AND JILL, AND A BOY NAMED CHUCK.

LUCY AND JILL ARE HAVING A BIRTHDAY PARTY FOR CHUCK. LUCY BRINGS IN THE BIG BIRTHDAY CAKE AND JILL BRINGS THE PRESENTS. THE GIRLS TELL CHUCK TO MAKE A WISH AS HE BLOWS OUT THE CANDLES ON HIS CAKE. WHILE CHUCK AND JILL ARE OPENING PRESENTS, LUCY CUTS THREE BIG PIECES OF CAKE. THE THREE CHILDREN SIT DOWN TO EAT THEIR CAKE, AND CHUCK THANKS THE GIRLS FOR THE NICE PARTY.

(Inform the three children selected for the parts who they are.) NOW I'M GOING TO READ THE STORY AGAIN. LISTEN CAREFULLY SO YOU CAN MAKE UP GOOD LINES AND ACTIONS TO ACT YOUR PART IN THE STORY WHEN I AM FINISHED. (Read story again.) O.K., NOW LET'S HAVE THE THREE OF YOU ACT IT OUT, AND WE'LL BE THE AUDIENCE. TRY TO MOVE AND TALK AS IF YOU WERE REALLY THE PERSON IN THE STORY.

Lucy Child's Name _____

	(low)				(high)
a. The child's lines follow and contribute to story.	1	2	3	4	5
b. The child improvises a considerable amount of dialogue.	1	2	3	4	5
c. The child uses gestures, movements, and facial expressions that follow the story.	1	2	3	4	5
d. The child speaks clearly with adequate volume.	1	2	3	4	5
e. The child seems involved in his performance.	1	2	3	4	5

Jill Child's Name _____

	(low)				(high)
a. The child's lines follow and contribute to story.	1	2	3	4	5
b. The child improvises a considerable amount of dialogue.	1	2	3	4	5
c. The child uses gestures, movements, and facial expressions that follow the story.	1	2	3	4	5
d. The child speaks clearly with adequate volume.	1	2	3	4	5
e. The child seems involved in his performance.	1	2	3	4	5

Chuck Child's Name _____

	(low)				(high)
a. The child's lines follow and contribute to story.	1	2	3	4	5
b. The child improvises a considerable amount of dialogue.	1	2	3	4	5
c. The child uses gestures, movements, and facial expressions that follow the story.	1	2	3	4	5
d. The child speaks clearly with adequate volume.	1	2	3	4	5
e. The child seems involved in his performance.	1	2	3	4	5

Part IV: Play Production

1. HERE IS A PLAY THREE OF YOU WILL BE ACTING OUT FOR US. (Show script, The Tin Truck.) THE PLAY IS CALLED THE TIN TRUCK. IN IT ARE A BOY NAMED TED, A GIRL NAMED ANN, AND NAT, THE STORY TELLER. IN THIS PLAY, TED AND ANN ARE PLAYING WITH A TRUCK, BUT IT GETS AWAY FROM THEM AND CRASHES IN A MUD PUDDLE!

   (Select three children and give each of them a copy of the script. Tell them which character they are to play. Be sure to tell the child playing Nat that he is the story teller and will stand to one side of the playing area. Have the children go where they can read the script and plan their enactment while the rest of the class completes Item 1 of Part III, Improvisation.)

   (Later) NOW LET'S HAVE THE THREE OF YOU ACT OUT THE PLAY, THE TIN TRUCK. WE WILL BE THE AUDIENCE. TRY TO READ YOUR LINES AS IF YOU ARE REALLY TALKING TO EACH OTHER AND REMEMBER TO MOVE IN THE PLACES THAT YOU HAVE PLANNED. (Allow the children to carry their scripts and read the lines.)

Ted Child's Name _____

	(low)				(high)
a. The child uses gestures, movements and facial expressions that interpret the lines and actions of the play.	1	2	3	4	5
b. The child speaks clearly with adequate volume.	1	2	3	4	5
c. The child's vocal expression interprets the lines of the play.	1	2	3	4	5
d. The child seems involved in his performance.	1	2	3	4	5

Ann Child's Name _____

	(low)				(high)
a. The child uses gestures, movements and facial expressions that interpret the lines and actions of the play.	1	2	3	4	5
b. The child speaks clearly with adequate volume.	1	2	3	4	5
c. The child's vocal expression interprets the lines of the play.	1	2	3	4	5
d. The child seems involved in his performance.	1	2	3	4	5

Nat Child's Name (boy or girl) _____

	(low)				(high)
a. The child uses gestures, movements and facial expressions that interpret the lines and actions of the play.	1	2	3	4	5
b. The child speaks clearly with adequate volume.	1	2	3	4	5
c. The child's vocal expression interprets the lines of the play.	1	2	3	4	5
d. The child seems involved in his performance.	1	2	3	4	5

2. HERE IS ANOTHER PLAY THREE OF YOU WILL BE ACTING OUT FOR US. (Show script, Wink the Wishman.) THE PLAY IS CALLED WINK THE WISHMAN. IN IT ARE A GIRL NAMED PAM, A LITTLE MAN NAMED WINK THE WISHMAN, AND NAT, THE STORY TELLER. IN THIS PLAY, WINK THE WISHMAN USES MAGIC TO HELP PAM CATCH SOME FISH.

(Select three children and give each of them a copy of the script. Tell them which character they are to play. Be sure to tell the child playing Nat that he is the story teller and will stand to one side of the playing area. Have the children go where they can read the script and plan their enactment while the rest of the class completes Item 2 of Part III, Improvisation.)

(Later) NOW, LET'S HAVE THE THREE OF YOU ACT OUT THE PLAY, WINK THE WISHMAN. WE WILL BE YOUR AUDIENCE. TRY TO READ YOUR LINES AS IF YOU ARE REALLY TALKING TO EACH OTHER AND REMEMBER THAT WHILE YOU READ YOU WILL MOVE IN THE PLACES THAT YOU HAVE PLANNED. (Allow the children to carry their scripts and read the lines.)

Pam Child's Name _____

	(low)				(high)
a. The child uses gestures, movements and facial expressions that interpret the lines and actions of the play.	1	2	3	4	5
b. The child speaks clearly with adequate volume.	1	2	3	4	5
c. The child's vocal expression interprets the lines of the play.	1	2	3	4	5
d. The child seems involved in his performance.	1	2	3	4	5

Wink the Wishman Child's Name _____

	(low)				(high)
a. The child uses gestures, movements and facial expressions that interpret the lines and actions of the play.	1	2	3	4	5
b. The child speaks clearly with adequate volume.	1	2	3	4	5
c. The child's vocal expression interprets the lines of the play.	1	2	3	4	5
d. The child seems involved in his performance.	1	2	3	4	5

Nat Child's Name (boy or girl)_____

	(low)				(high)
a. The child uses gestures, movements and facial expressions that interpret the lines and actions of the play.	1	2	3	4	5
b. The child speaks clearly with adequate volume.	1	2	3	4	5
c. The child's vocal expression interprets the lines of the play.	1	2	3	4	5
d. The child seems involved in his performance.	1	2	3	4	5

SUMMARIZING AND ANALYZING THE PERFORMANCE RATINGS

Summarizing Performance Ratings

On the Summary Chart on the following page, tally the ratings of each of the six children who performed on each of the four sections of the test. Sample tallies for one criterion of Part I, Pantomime, are shown in the box below. This sample shows that for Performance Criterion a, "Facial expressions...etc.," one child received a rating of 2, two children received a 4, and three children received a 5.

Part I: Pantomime

	(low) 1	2	3	4	(high) 5
a. The child's facial expressions portray the situation being pantomimed.		|		||	|||
b. The child's gestures portray the situation being pantomimed.	1	2	3	4	5
c. The child is confident and relaxed.	1	2	3	4	5
d. The child seems involved in his performance.	1	2	3	4	5

Analyzing and Interpreting Performance Summaries

By randomly assigning six children to perform in each skill area, it is possible to use the scores of these six children to make a valid inference about how well the entire class would have done, had all children taken this part of the test. Thus, on any criterion for an area, if four out of six children tested did not receive ratings of 4 or 5, the teacher can infer that the class needs more practice and instruction on this criterion in this area.

SUMMARY CHART

Part I: Pantomime

	(low)				(high)
a. The child's facial expressions portray the situation being pantomimed.	1	2	3	4	5
b. The child's gestures portray the situation being pantomimed.	1	2	3	4	5
c. The child is confident and relaxed.	1	2	3	4	5
d. The child seems involved in his performance.	1	2	3	4	5

Part II: Public Speaking

	(low)				(high)
a. The child's talk includes several appropriate and imaginative examples or reasons related to the topic.	1	2	3	4	5
b. The child's talk has continuity, i.e., the sentences relate and build upon each other.	1	2	3	4	5
c. The child speaks fluently without many long pauses and in complete sentences.	1	2	3	4	5
d. The child speaks clearly with adequate voice volume.	1	2	3	4	5
e. The child's talk has a beginning, middle, and end.	1	2	3	4	5

Part III: Improvisation

	(low)				(high)
a. The child's lines follow and contribute to story.	1	2	3	4	5
b. The child improvises a considerable amount of dialogue.	1	2	3	4	5
c. The child uses gestures, movements, and facial expressions that follow the story.	1	2	3	4	5
d. The child speaks clearly with adequate volume.	1	2	3	4	5
e. The child seems involved in his performance.	1	2	3	4	5

Part IV: Play Production

	(low)				(high)
a. The child uses gestures, movements and facial expressions that interpret the lines and actions of the play.	1	2	3	4	5
b. The child speaks clearly with adequate volume.	1	2	3	4	5
c. The child's vocal expression interprets the lines of the play.	1	2	3	4	5
d. The child seems involved in his performance.	1	2	3	4	5

The Tin Truck

Nat
Ann
Ted

Nat

Ted and Ann sit on the hill. They play with a tin truck.

Ann

This is the best truck!

Ted

Yes. See how well it runs on the grass.

Nat

Just then, the truck slips and runs down the steep hill. Ted and Ann think it has crashed on a rock!

Ted

I cannot see the truck, Ann. Did it smash on a rock?

Ann

Let us go down to see.

Nat

Ann and Ted run down the hill. There is the truck stuck in the mud.

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Ted

Help, Ann. We must get the truck out of the mud.

Ann

We must dig it out.

Nat

Ted and Ann get sticks and dig the truck out of the mud.

Ted

See, Ann. The truck is not bent.

Ann

I am glad, Ted. Let us play in this spot.

Ted

Yes. Then the truck will not slip down the hill.

Nat

Ann and Ted sit down and play with the tin truck.

Wink the Wishman

Nat
Pam
Wink the Wishman

Nat

Pam sits next to the fishpond. She wants to fish, but all she has is a stick and a box.

Pam

I need help. I must get a lot of fish, but I cannot with a stick or a box.

Nat

Just then, Wink the Wishman pops out from in back of a tree.

Wink

I am Wink the Wishman. Let me help you.

Pam

Can you help me?

Wink

Yes. Ask me for a wish and I will get it for you.

Pam

I wish I had a lot of fish.

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Wink

Lend me the stick and I will get them.

Nat

Wink gets the stick. He slams it on top of the pond.

Pam

See the fish! They are jumping out of the pond!

Wink

Trap the fish, Pam! Put them in the box.

Nat

Pam traps the fish and puts them in the box.
Then, she shuts the lid to keep them in.

Pam

I did get my wish. Thank you, Wink.

Wink

I am glad I helped you, Pam.

Nat

Pam runs down the path with her box of fish.
Wink goes back to his tree.

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